

Columbia College Bulletin

SPECIAL FEATURE

The College Teacher: 1959

(Page 5)

ALUMNAE MAGAZINE

**The Presidents Speak
Alumnae Happenings**



**COLUMBIA COLLEGE
COLUMBIA, SOUTH CAROLINA**

Greetings from the Presidents . . .

These are great days at Columbia College! With gratitude we think of our excellent faculty, splendid Student Body, endowment increases, and physical plant improvement!

As we see plans come to fruition for our institution, one of the greatest encouragements we have is the growing support of our Alumnae and other friends. In the early summer I wrote to the Alumnae making an urgent appeal for the Loyalty Fund. You responded magnificently! Your help is tremendously appreciated and I can assure you that you made quite a difference as we set up our budget for the new year, particularly with reference to faculty needs. Let's keep the Loyalty Fund moving upward with respect to both percentage participation and the amount of money paid. More and more of our Alumnae are thinking in terms of regular contributions to the college throughout the year, planning carefully to include the college in their program of giving.

We anxiously await your next visit to the campus! We believe you will be pleased with the several evidences of progress which you see and feel! Come often and by all means keep us in your thoughts!

Faithfully,
R. Wright Spears

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Dear Alumnae:

Columbia College opened its 106th session in September with a capacity enrollment under the guidance of an outstanding faculty and administration. Similarly, we are beginning a new year in alumnae activities. Your President is looking forward to a fruitful year.

The Alumnae Council had a very helpful workshop in August and an inspiring fall Council Meeting. As a result of these, let me lift up a few goals and activities toward which we shall work:

1. 50 per cent participation in the LOYALTY FUND (only your cooperation can bring this about).
2. Organize NEW CLUBS and encourage reorganization of clubs that are inactive.
3. Keep our ALUMNAE well informed regarding all phases of the work of our College.
4. Establish the slogan, "VISIT YOUR ALMA MATER AT LEAST ONCE A YEAR."

ALUMNAE DAY is November 7. Some classes will be having reunions and you may look forward to seeing in reality another dream of many years. The Music Department has been completely renovated and the beauty of these new surroundings is unbelievable. In addition, construction is now underway on the new Theatre Building. You will be so proud of all this along with the other accomplishments of recent years.

VISIT your Alma Mater on ALUMNAE DAY to *see, hear, talk* and "Sing the Praise of Her We Love."

Sincerely,
Mary B. Hill Johnson (Mrs. Leon)

Alumnae Council Workshop

● by "Alawee" Gibson Tucker, '39

Once, when I was a freshman, Dr. Ariail asked us to write a theme on the subject, "How a Banana Tastes."

I have just been handed an assignment almost that difficult—that of summarizing or evaluating for you who weren't there the workshop held at Columbia College in August for the officers and council members of the Alumnae Association. It is almost impossible to pass on to others the ideas and inspiration one receives from such a workshop, especially one of this kind where underlying the discussions of budgets and duties were such intangible things as our love for Columbia College, our faith in her, and our loyalty to her.

We arrived, as excited as freshmen, on the afternoon of the eleventh, just in time for a festive dinner in the college dining room. Our very special

workshop—a discussion that helped us face our problems squarely and together search for a practical solution.

The next day after breakfast and a wonderfully impressive morning watch service just for us "old girls," we began our morning session. Dr. Spears gave us a clear, concise outline of the financial picture at Columbia College, explaining to us the various funds and their uses, the indebtedness, the investments, the income, current expenses, and plans for the future. These facts and figures were enlightening and encouraging. Then Dean Shuler painted for us a picture of the educational situation with the growth of the student body, increased facilities, expanded curriculum, strengthening of the faculty, and the higher academic standards. Mr. Barham, Director of Public Relations, ex-



Pictured above are the state officers of the Alumnae Association. From left to right are Mrs. Harry L. Harvin, Jr., Columbia, Second Vice-President; Mrs. T. W. Munnerlyn, Columbia, Necrologist; Mrs. Donald Stratton, Columbia, Treasurer; Mrs. Leon Johnson, Lake City, President; Mrs. T. H. Roper, Columbia, First Vice-President; and Mrs. C. M. Tucker, Jr., Pageland, Secretary. Absent when the picture was made is Mrs. G. Leslie Patterson, Jr., Columbia, Historian.

guests were Miss Dorothy Weakly, Alumnae Secretary from Agnes Scott College, and Miss Mae Kilgo, Alumnae Secretary of Converse. After dinner these two discussed with us informally their work, the problems faced by all Associations, and how some of these problems can be met and overcome. There was nothing boring or stilted or dull about this discussion! Tongues flew fast and thoughts flew faster as we all exchanged questions, answers, problems, and ideas. As we made comparisons, I found myself constantly thinking, "Do we love our college less than other alumnae love theirs? Then why do we appear less loyal? How can we get *our* alumnae to express their loyalty in a tangible form that will help to make possible greater things for our beloved Columbia College?"

Perhaps this was the most valuable part of the

plained what the College is attempting in that field and asked for the cooperation of the alumnae.

Like most of you, I have attended many workshops since my college years. Some of them have been a total waste of time; some have been fairly interesting; several have been helpful; only a few would I term really valuable. Therefore, it was truly a thrilling experience to have these hours at Columbia College; to hear the leaders there tell of the amazing progress and of the many needs that remain; to discuss with like-minded women the challenges the alumnae should face; to feel that this workshop helped us prepare ourselves to accept and meet these challenges, and, last but not least, to enjoy a few hours in the familiar and beloved atmosphere that always prevails at Columbia College.

Notes from the Alumnae Council Meeting

by Mrs. G. Leslie Patterson, Jr.

The Columbia College Alumnae Council met September 19 at the College. The meeting was called to order by the President, Mary B. Hill Johnson, and a prayer was offered by Dr. Spears.

During the meeting Dr. Spears asked that this Alumnae Council pass a resolution to the effect that the Administration of the College be encouraged to secure a full-time Alumnae Secretary and that the invitation to this person be issued jointly by the college administration (President Spears) and the President of the Alumnae Association. Mrs. A. F. Spigner moved for adoption of this resolution. The motion was seconded by Mrs. Imogene Cope Dougherty and carried.

Mrs. G. L. Patterson, Jr., was appointed acting secretary and minutes of the previous meeting were read and approved.

Dean Shuler urged each club to have a publicity chairman. This chairman is to be a key person to act as coordinator between college and local groups. The College would send news to the chairman, who in turn would be responsible for getting the information to local groups. They would also

help with newspaper publicity.

A discussion was held on how the Attendance Bowl would be awarded on Alumnae Day. Mrs. J. M. Ariail moved and Mrs. John Eastman seconded the motion that a committee be appointed to work out these details. The committee named included Mrs. G. L. Patterson, Jr., Mrs. Harry Harvin and Mrs. Arlen Cotter.

Mrs. A. F. Spigner moved to recommend to the College officials that we have a council workshop next year. This was seconded by Mrs. S. C. Groeschel and the motion carried. A discussion followed about a time for the Alumnae Council Workshop. Either June 1-15 or the month of August was suitable to the College. A motion was made by Mrs. Bennett Moore and seconded by Mrs. S. M. Atkinson that a committee be appointed to work out the details.

Mrs. Johnson discussed adding interest to meetings by means of programs with help available from the College, provided sufficient notice is given to the College. Mr. Shuler pointed out what the College is doing to make present students aware of the importance of the Alumnae Association. He stressed that all suggestions are welcome for a way to instill the traditions of Columbia College in freshmen.

THE COLLEGE
TEACHER: 1959



*"If I were sitting here
and the whole outside world
were indifferent to what I
was doing, I would still want
to be doing just what I am."*

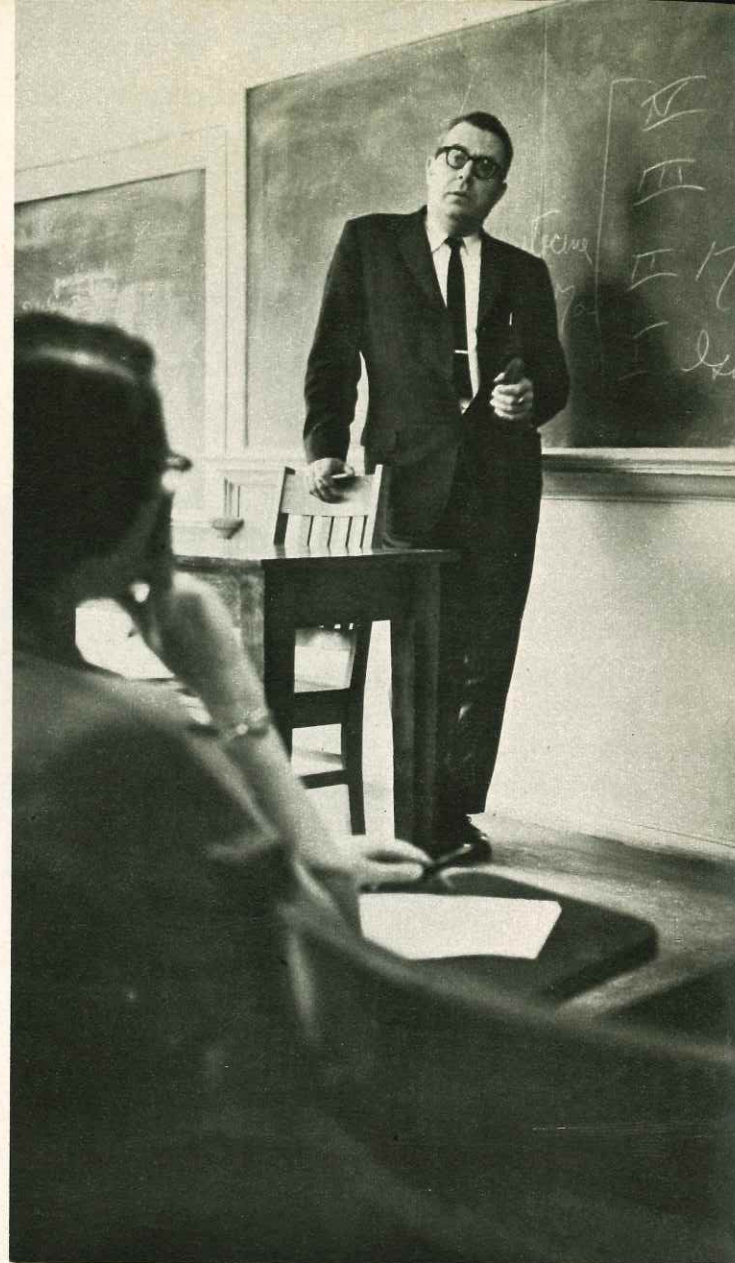


Approximately 221 freshmen have enrolled in Columbia College for the 1959-60 term. Richland provided 20 girls, the largest number from any of the 40 counties represented. Greenville and Florence were second, having 12 girls each. Lexington and Orangeburg tied for third place with 10 girls, and Charleston came close with 9. North Carolina supplied more girls from out-of-state than the other four states represented, which include Georgia, Florida, Kentucky and New Jersey.

I'VE ALWAYS FOUND IT SOMEWHAT HARD TO SAY JUST WHY I CHOSE TO BE A PROFESSOR.

There are many reasons, not all of them tangible things which can be pulled out and explained. I still hear people say, "Those who can, do; those who can't, teach." But there are many teachers who *can*. They are teachers because they have more than the usual desire to communicate. They are excited enough about something to want to tell others, have others love it as they love it, tell people the *how* of something, and the *why*.

I like to see students who will carry the intellectual spark into the world beyond my time. And I like to think that maybe I have something to do with this.



**THE COLLEGE
TEACHER: 1959**

**I LIKE YOUNG PEOPLE.
I REGARD MYSELF AS YOUNG.**

I'm still eager about many of the things I was eager about as a young man. It is gratifying to see bright young men and women excited and enthusiastic about scholarship. There are times when I feel that I'm only an old worn boulder in the never-ending stream of students. There are times when I want to flee, when I look ahead to a quieter life of contemplation, of reading things I've always wanted to read. Then a brilliant and likeable human being comes along, whom I feel I can help—and this makes it all the more worthwhile. When I see a young teacher get a start, I get a vicarious feeling of beginning again.



**THERE IS A CERTAIN FREEDOM
IN THIS JOB, TOO.**

A professor doesn't punch a time clock. He is allowed the responsibility of planning his own time and activities. This freedom of movement provides something very valuable—time to think and consider.

I've always had the freedom to teach what I believe to be true. I have never been interfered with in what I wanted to say—either in the small college or in the large university. I know there have been and are infringements on academic freedom. But they've never happened to me.





THE COLLEGE
TEACHER: 1959

PEOPLE ASK ME ABOUT THE
"DRAWBACKS" IN TEACHING.

I find it difficult to be glib about this. There are major problems to be faced. There is this business of salaries, of status and dignity, of anti-intellectualism, of too much to do in too little time. But these are *problems*, not drawbacks. A teacher doesn't become a teacher in spite of them, but with an awareness that they exist and need to be solved.

AND THERE IS THIS
MATTER OF "STATUS."

Terms like "egghead" tend to suggest that the intellectual is something like a toadstool—almost physically different from everyone else. America is obsessed with stereotypes. There is a whole spectrum of personalities in education, all individuals. The notion that the intellectual is somebody totally removed from what human beings are supposed to be is absurd.



TODAY MAN HAS LESS TIME
ALONE THAN ANY MAN BEFORE HIM.

But we are here for only a limited time, and I would rather spend such time as I have thinking about the meaning of the universe and the purpose of man, than doing something else. I've spent hours in libraries and on park benches, escaping long enough to do a little thinking. I can be found occasionally sitting out there with sparrows perching on me, almost.



"We may always be running just to keep from falling behind. But the person who is a teacher because he wants to teach, because he is deeply interested in people and scholarship, will pursue it as long as he can."
—LOREN C. EISELEY

THE CIRCUMSTANCE is a strange one. In recent years Americans have spent more money on the trappings of higher education than ever before in history. More parents than ever have set their sights on a college education for their children. More buildings than ever have been put up to accommodate the crowds. But in the midst of this national preoccupation with higher education, the indispensable element in education—the teacher—somehow has been overlooked. The results are unfortunate—not only for college teachers, but for college *teaching* as well, and for all whose lives it touches. If allowed to persist, present conditions could lead to so serious a decline in the excellence of higher education that we would require generations to recover from it. Among educators, the problem is the subject of current concern and debate and experiment. What is missing, and urgently needed, is full public awareness of the problem—and full public support of measures to deal with it.

HERE IS A TASK for the college alumnus and alumna. No one knows the value of higher education better than the educated. No one is better able to take action, and to persuade others to take action, to preserve and increase its value. Will they do it? The outlines of the problem, and some guideposts to action, appear in the pages that follow.

WILL WE RUN OUT OF COLLEGE TEACHERS?

No; there will always be someone to fill classroom vacancies. But quality is almost certain to drop unless something is done quickly

WHERE WILL THE TEACHERS COME FROM? The number of students enrolled in America's colleges and universities this year exceeds last year's figure by more than a quarter million. In ten years it should pass six million—nearly double today's enrollment.

The number of teachers also may have to double. Some educators say that within a decade 495,000 may be needed—more than twice the present number.

Can we hope to meet the demand? If so, what is likely to happen to the quality of teaching in the process?

"Great numbers of youngsters will flood into our colleges and universities whether we are prepared or not," a report of the Carnegie Foundation for the Advancement of Teaching has pointed out. "These youngsters will be taught—taught well or taught badly. And the demand for teachers will somehow be at least partly met—if not with well-prepared teachers then with ill-prepared, if not with superior teachers then with inferior ones."

MOST IMMEDIATE is the problem of finding enough qualified teachers to meet classes next fall. College administrators must scramble to do so.

"The staffing problems are the worst in my 30 years' experience at hiring teaching staff," said one college president, replying to a survey by the U.S. Office of Education's Division of Higher Education.

"The securing and retaining of well-trained, effective teachers is the outstanding problem confronting all colleges today," said another.

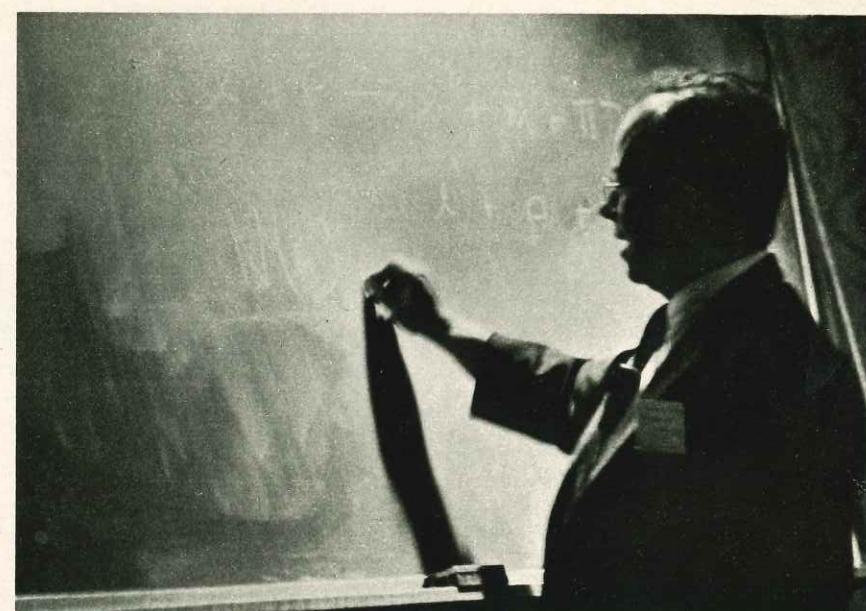
One logical place to start reckoning with the teacher shortage is on the present faculties of American colleges and universities. The shortage is hardly alleviated by the fact that substantial numbers of men and women find it necessary to leave college teaching each year, for largely

financial reasons. So serious is this problem—and so relevant is it to the college alumnus and alumna—that a separate article in this report is devoted to it.

The scarcity of funds has led most colleges and universities to seek at least short-range solutions to the teacher shortage by other means.

Difficulty in finding young new teachers to fill faculty vacancies is turning the attention of more and more administrators to the other end of the academic line, where tried and able teachers are about to retire. A few institutions have modified the upper age limits for faculty. Others are keeping selected faculty members on the payroll past the usual retirement age. A number of institutions are filling their own vacancies with the cream of the men and women retired elsewhere, and two organizations, the Association of American Colleges and the American Association of University Professors, with the aid of a grant from the Ford Foundation, have set up a "Retired Professors Registry" to facilitate the process.

Old restraints and handicaps for the woman teacher are disappearing in the colleges. Indeed, there are special opportunities for her, as she earns her standing alongside the man who teaches. But there is no room for complacency here. We can no longer take it for granted that the woman teacher will be any more available than the man, for she exercises the privilege of her sex to change her mind about teaching as about other matters. Says Dean Nancy Duke Lewis of Pembroke College: "The day has passed when we could assume that every woman who earned her Ph.D. would go into college teaching. She needs something positive today to attract her to the colleges because of the welcome that awaits her talents in business, industry, government, or the foundations. Her freedom to choose comes at a time when undergraduate women particularly need distinguished women scholars to



inspire them to do their best in the classroom and laboratory—and certainly to encourage them to elect college teaching as a career.”

SOME HARD-PRESSED ADMINISTRATORS find themselves forced to accelerate promotions and salary increases in order to attract and hold faculty members. Many are being forced to settle for less qualified teachers.

In an effort to attract and keep teachers, most colleges are providing such necessities as improved research facilities and secretarial help to relieve faculty members of paperwork and administrative burdens, thus giving faculty members more time to concentrate on teaching and research.

In the process of revising their curricula many colleges are eliminating courses that overlap one another or are considered frivolous. Some are increasing the size of lecture classes and eliminating classes they deem too small.

Finally, somewhat in desperation (but also with the firm conviction that the technological age must, after all, have something of value to offer even to the most basic and fundamental exercises of education), experiments are being conducted with teaching by films and television.

At Penn State, where televised instruction is in its ninth semester, TV has met with mixed reactions. Students consider it a good technique for teaching courses with

large enrollments—and their performance in courses employing television has been as good as that of students having personal contact with their teachers. The reaction of faculty members has been less favorable. But acceptance appears to be growing: the number of courses offered on television has grown steadily, and the number of faculty members teaching via TV has grown, also.

Elsewhere, teachers are far from unanimity on the subject of TV. “Must the TV technicians take over the colleges?” asked Professor Ernest Earnest of Temple University in an article title last fall. “Like the conventional lecture system, TV lends itself to the sausage-stuffing concept of education,” Professor Earnest said. The classroom, he argued, “is the place for testing ideas and skills, for the interchange of ideas”—objectives difficult to attain when one’s teacher is merely a shadow on a fluorescent screen.

The TV pioneers, however, believe the medium, used properly, holds great promise for the future.

FOR THE LONG RUN, the traditional sources of supply for college teaching fall far short of meeting the demand. The Ph.D., for example, long regarded by many colleges and universities as the ideal “driver’s license” for teachers, is awarded to fewer than 9,000 persons per year. Even if, as is probable, the number of students enrolled in Ph.D. programs rises over the next

few years, it will be a long time before they have traveled the full route to the degree.

Meanwhile, the demand for Ph.D.’s grows, as industry, consulting firms, and government compete for many of the men and women who do obtain the degree. Thus, at the very time that a great increase is occurring in the number of undergraduates who must be taught, the supply of new college teachers with the rank of Ph.D. is even shorter than usual.

“During each of the past four years,” reported the National Education Association in 1958, “the average level of preparation of newly employed teachers has fallen. Four years ago no less than 31.4 per cent of the new teachers held the earned doctor’s degree. Last year only 23.5 per cent were at this high level of preparation.”

HERE ARE SOME of the causes of concern about the Ph.D., to which educators are directing their attention:

► The Ph.D. program, as it now exists in most graduate schools, does not sufficiently emphasize the development of teaching skills. As a result, many Ph.D.’s go into teaching with little or no idea how to teach, and make a mess of it when they try. Many who don’t go into teaching might have done so, had a greater emphasis been laid upon it when they were graduate students.

► The Ph.D. program is indefinite in its time requirements: they vary from school to school, from department to department, from student to student, far more than seems warranted. “Generally the Ph.D. takes at least four years to get,” says a committee of the Association of Graduate Schools. “More often it takes six or seven, and not infrequently ten to fifteen. . . . If we put our heads to the matter, certainly we ought to be able to say to a good student: ‘With a leeway of not more than one year, it will take you so and so long to take the Ph.D.’”

► “Uncertainty about the time required,” says the Association’s Committee on Policies in Graduate Education, “leads in turn to another kind of uncertainty—financial uncertainty. Doubt and confusion on this score have a host of disastrous effects. Many superior men, facing unknowns here, abandon thoughts about working for a Ph.D. and realistically go off to law or the like. . . .”

ALTHOUGH ROUGHLY HALF of the teachers in America’s colleges and universities hold the Ph.D., more than three quarters of the newcomers to college and university teaching, these days, don’t have one. In the years ahead, it appears inevitable that the proportion of Ph.D.’s to non-Ph.D.’s on America’s faculties will diminish.

Next in line, after the doctorate, is the master’s degree.

For centuries the master's was "the" degree, until, with the growth of the Ph.D. in America, it began to be moved into a back seat. In Great Britain its prestige is still high.

But in America the M.A. has, in some graduate schools, deteriorated. Where the M.A.'s standards have been kept high, on the other hand, able students have been able to prepare themselves, not only adequately but well, for college teaching.

Today the M.A. is one source of hope in the teacher shortage. "If the M.A. were of universal dignity and good standing," says the report of the Committee on Policies in Graduate Education, "... this ancient degree could bring us succor in the decade ahead. . . .

"The nub of the problem . . . is to get rid of 'good' and 'bad' M.A.'s and to set up generally a 'rehabilitated' degree which will have such worth in its own right that a man entering graduate school will consider the possibility of working toward the M.A. as the first step to the Ph.D. . . ."

One problem would remain. "If you have a master's degree you are still a mister and if you have a Ph.D., no matter where it is from, you are a doctor," Dean G. Bruce Dearing, of the University of Delaware, has said. "The town looks at you differently. Business looks at you differently. The dean may; it depends on how discriminating he is."

The problem won't be solved, W. R. Dennes, former dean of the graduate school of the University of California at Berkeley, has said, "until universities have the courage . . . to select men very largely on the quality of work they have done and soft-pedal this matter of degrees."

A point for parents and prospective students to remember—and one of which alumni and alumnae might remind them—is that counting the number of Ph.D.'s in a college catalogue is not the only, or even necessarily the best, way to judge the worth of an educational institution or its faculty's abilities. To base one's judgment solely on such a count is quite a temptation, as William James noted 56 years ago in "The Ph.D. Octopus": "The dazzled reader of the list, the parent or student, says to himself, 'This must be a terribly distinguished crowd—their titles shine like the stars in the firmament; Ph.D.'s, Sc.D.'s, and Litt.D.'s bespangle the page as if they were sprinkled over it from a pepper caster.'"

The Ph.D. will remain higher education's most honored earned degree. It stands for a depth of scholarship and productive research to which the master has not yet addressed himself so intensively. But many educational leaders expect the doctoral programs to give more em-

phasis to teaching. At the same time the master's degree will be strengthened and given more prestige.

In the process the graduate schools will have taken a long step toward solving the shortage of qualified college teachers.

SOME OF THE CHANGES being made by colleges and universities to meet the teacher shortage constitute reasonable and overdue reforms. Other changes are admittedly desperate—and possibly dangerous—attempts to meet today's needs.

The central problem is to get more young people interested in college teaching. Here, college alumni and alumnae have an opportunity to provide a badly needed service to higher education and to superior young people themselves. The problem of teacher supply is not one with which the college administrator is able to cope alone.

President J. Seelye Bixler, of Colby College, recently said: "Let us cultivate a teacher-centered point of view. There is tragedy as well as truth in the old saying that in Europe when you meet a teacher you tip your hat, whereas over here you tap your head. Our debt to our teachers is very great, and fortunately we are beginning to realize that we must make some attempt to balance the account. Money and prestige are among the first requirements.

"Most important is independence. Too often we sit back with the comfortable feeling that our teachers have all the freedom they desire. We forget that the payoff comes in times of stress. Are we really willing to allow them independence of thought when a national emergency is in the offing? Are we ready to defend them against all pressure groups and to acknowledge their right to act as critics of our customs, our institutions, and even our national policy? Evidence abounds that for some of our more vociferous compatriots this is too much. They see no reason why such privileges should be offered or why a teacher should not express his patriotism in the same outworn and often irrelevant shibboleths they find so dear and so hard to give up. Surely our educational task has not been completed until we have persuaded them that a teacher should be a pioneer, a leader, and at times a non-conformist with a recognized right to dissent. As Howard Mumford Jones has observed, we can hardly allow ourselves to become a nation proud of *machines* that think and suspicious of any *man* who tries to."

By lending their support to programs designed to improve the climate for teachers at their own colleges, alumni can do much to alter the conviction held by many that teaching is tolerable only to martyrs.

WHAT PRICE DEDICATION?

Most teachers teach because they love their jobs. But low pay is forcing many to leave the profession, just when we need them most

EVERY TUESDAY EVENING for the past three and a half months, the principal activity of a 34-year-old associate professor of chemistry at a first-rate mid-western college has centered around Section 3 of the previous Sunday's *New York Times*. The *Times*, which arrives at his office in Tuesday afternoon's mail delivery, customarily devotes page after page of Section 3 to large help-wanted ads, most of them directed at scientists and engineers. The associate professor, a Ph.D., is job-hunting.

"There's certainly no secret about it," he told a recent visitor. "At least two others in the department are looking, too. We'd all give a lot to be able to stay in teaching; that's what we're trained for, that's what we like. But we simply can't swing it financially."

"I'm up against it this spring," says the chairman of the physics department at an eastern college for women. "Within the past two weeks two of my people, one an associate and one an assistant professor, turned in their resignations, effective in June. Both are leaving the field—one for a job in industry, the other for government work. I've got strings out, all over the country, but so far I've found no suitable replacements. We've always prided ourselves on having Ph.D.'s in these jobs, but it looks as if that's one resolution we'll have to break in 1959-60."

"We're a long way from being able to compete with industry when young people put teaching and industry on the scales," says Vice Chancellor Vern O. Knudsen of UCLA. "Salary is the real rub, of course. Ph.D.'s in physics here in Los Angeles are getting \$8-12,000 in

industry without any experience, while about all we can offer them is \$5,500. Things are not much better in the chemistry department."

One young Ph.D. candidate sums it up thus: "We want to teach and we want to do basic research, but industry offers us twice the salary we can get as teachers. We talk it over with our wives, but it's pretty hard to turn down \$10,000 to work for less than half that amount."

"That woman you saw leaving my office: she's one of our most brilliant young teachers, and she was ready to leave us," said a women's college dean recently. "I persuaded her to postpone her decision for a couple of months, until the results of the alumnae fund drive are in. We're going to use that money entirely for raising salaries, this year. If it goes over the top, we'll be able to hold some of our best people. If it falls short. . . I'm on the phone every morning, talking to the fund chairman, counting those dollars, and praying."

THE DIMENSIONS of the teacher-salary problem in the United States and Canada are enormous. It has reached a point of crisis in public institutions and in private institutions, in richly endowed institutions as well as in poorer ones. It exists even in Catholic colleges and universities, where, as student populations grow, more and more laymen must be found in order to supplement the limited number of clerics available for teaching posts.

"In a generation," says Seymour E. Harris, the distinguished Harvard economist, "the college professor has lost 50 per cent in economic status as compared to the average American. His real income has declined sub-

stantially, while that of the average American has risen by 70-80 per cent."

Figures assembled by the American Association of University Professors show how seriously the college teacher's economic standing has deteriorated. Since 1939, according to the AAUP's latest study (published in 1958), the purchasing power of lawyers rose 34 per cent, that of dentists 54 per cent, and that of doctors 98 per cent. But at the five state universities surveyed by the AAUP, the purchasing power of teachers in all ranks rose only 9 per cent. And at twenty-eight privately controlled institutions, the purchasing power of teachers' salaries *dropped* by 8.5 per cent. While nearly everybody else in the country was gaining ground spectacularly, teachers were losing it.

The AAUP's sample, it should be noted, is not representative of all colleges and universities in the United States and Canada. The institutions it contains are, as the AAUP says, "among the better colleges and universities in the country in salary matters." For America as a whole, the situation is even worse.

The National Education Association, which studied the salaries paid in the 1957-58 academic year by more than three quarters of the nation's degree-granting institutions and by nearly two thirds of the junior colleges, found that half of all college and university teachers earned less than \$6,015 per year. College instructors earned a median salary of only \$4,562—not much better than the median salary of teachers in public elementary schools, whose economic plight is well known.

The implications of such statistics are plain.

"Higher salaries," says Robert Lekachman, professor of economics at Barnard College, "would make teaching a reasonable alternative for the bright young lawyer, the bright young doctor. Any ill-paid occupation becomes something of a refuge for the ill-trained, the lazy, and the incompetent. If the scale of salaries isn't improved, the quality of teaching won't improve; it will worsen. Unless Americans are willing to pay more for higher education, they will have to be satisfied with an inferior product."

Says President Margaret Clapp of Wellesley College, which is devoting all of its fund-raising efforts to accumulating enough money (\$15 million) to strengthen faculty salaries: "Since the war, in an effort to keep alive the profession, discussion in America of teachers' salaries has necessarily centered on the minimums paid. But insofar as money is a factor in decision, wherever minimums only are stressed, the appeal is to the underprivileged and the timid; able and ambitious youths are not likely to listen."



PEOPLE IN SHORT SUPPLY:

WHAT IS THE ANSWER?

It appears certain that if college teaching is to attract and hold top-grade men and women, a drastic step must be taken: salaries must be doubled within five to ten years.

There is nothing extravagant about such a proposal; indeed, it may dangerously understate the need. The current situation is so serious that even doubling his salary would not enable the college teacher to regain his former status in the American economy.

Professor Harris of Harvard figures it this way:

For every \$100 he earned in 1930, the college faculty member earned only \$85, in terms of 1930 dollars, in 1957. By contrast, the average American got \$175 in 1957 for every \$100 *he* earned in 1930. Even if the professor's salary is doubled in ten years, he will get only a



TEACHERS IN THE MARKETPLACE

\$70 increase in buying power over 1930. By contrast, the average American is expected to have \$127 more buying power at the end of the same period.

In this respect, Professor Harris notes, doubling faculty salaries is a modest program. "But in another sense," he says, "the proposed rise seems large indeed. None of the authorities . . . has told us where the money is coming from." It seems quite clear that a fundamental change in public attitudes toward faculty salaries will be necessary before significant progress can be made.

FINDING THE MONEY is a problem with which each college must wrestle today without cease.

For some, it is a matter of convincing taxpayers and state legislators that appropriating money for faculty

salaries is even more important than appropriating money for campus buildings. (Curiously, buildings are usually easier to "sell" than pay raises, despite the seemingly obvious fact that no one was ever educated by a pile of bricks.)

For others, it has been a matter of fund-raising campaigns ("We are writing salary increases into our 1959-60 budget, even though we don't have any idea where the money is coming from," says the president of a privately supported college in the Mid-Atlantic region); of finding additional salary money in budgets that are already spread thin ("We're cutting back our library's book budget again, to gain some funds in the salary accounts"); of tuition increases ("This is about the only private enterprise in the country which gladly subsidizes its customers; maybe we're crazy"); of promoting research contracts ("We claim to be a privately supported university, but what would we do without the AEC?"); and of bargaining.

"The tendency to bargain, on the part of both the colleges and the teachers, is a deplorable development," says the dean of a university in the South. But it is a growing practice. As a result, inequities have developed: the teacher in a field in which people are in short supply or in industrial demand—or the teacher who is adept at "campus politics"—is likely to fare better than his colleagues who are less favorably situated.

"Before you check with the administration on the actual appointment of a specific individual," says a faculty man quoted in the recent and revealing book, *The Academic Marketplace*, "you can be honest and say to the man, 'Would you be interested in coming at this amount?' and he says, 'No, but I would be interested at *this* amount.'" One result of such bargaining has been that newly hired faculty members often make more money than was paid to the people they replace—a happy circumstance for the newcomers, but not likely to raise the morale of others on the faculty.

"We have been compelled to set the beginning salary of such personnel as physics professors at least \$1,500 higher than salaries in such fields as history, art, physical education, and English," wrote the dean of faculty in a state college in the Rocky Mountain area, in response to a recent government questionnaire dealing with salary practices. "This began about 1954 and has worked until the present year, when the differential perhaps may be increased even more."

Bargaining is not new in Academe (Thorstein Veblen referred to it in *The Higher Learning*, which he wrote in

1918), but never has it been as widespread or as much a matter of desperation as today. In colleges and universities, whose members like to think of themselves as equally dedicated to all fields of human knowledge, it may prove to be a weakening factor of serious proportions.

Many colleges and universities have managed to make modest across-the-board increases, designed to restore part of the faculty's lost purchasing power. In the 1957-58 academic year, 1,197 institutions, 84.5 per cent of those answering a U.S. Office of Education survey question on the point, gave salary increases of at least 5 per cent to their faculties as a whole. More than half of them (248 public institutions and 329 privately supported institutions) said their action was due wholly or in part to the teacher shortage.

Others have found fringe benefits to be a partial answer. Providing low-cost housing is a particularly successful way of attracting and holding faculty members; and since housing is a major item in a family budget, it is as good as or better than a salary increase. Oglethorpe University in Georgia, for example, a 200-student, private, liberal arts institution, long ago built houses on campus land (in one of the most desirable residential areas on the outskirts of Atlanta), which it rents to faculty members at about one-third the area's going rate. (The cost of a three-bedroom faculty house: \$50 per month.) "It's our major selling point," says Oglethorpe's president, Donald Agnew, "and we use it for all it's worth."

Dartmouth, in addition to attacking the salary problem itself, has worked out a program of fringe benefits that includes full payment of retirement premiums (16 per cent of each faculty member's annual salary), group insurance coverage, paying the tuition of faculty children at any college in the country, liberal mortgage loans, and contributing to the improvement of local schools which faculty members' children attend.

Taking care of trouble spots while attempting to whittle down the salary problem as a whole, searching for new funds while reapportioning existing ones, the colleges and universities are dealing with their salary crises as best they can, and sometimes ingeniously. But still the gap between salary increases and the rising figures on the Bureau of Labor Statistics' consumer price index persists.

HOW CAN THE GAP BE CLOSED?

First, stringent economies must be applied by educational institutions themselves. Any waste that occurs, as well as most luxuries, is probably being subsidized by low salaries. Some "waste" may be hidden

in educational theories so old that they are accepted without question; if so, the theories must be re-examined and, if found invalid, replaced with new ones. The idea of the small class, for example, has long been honored by administrators and faculty members alike; there is now reason to suspect that large classes can be equally effective in many courses—a suspicion which, if found correct, should be translated into action by those institutions which are able to do so. Tuition may have to be increased—a prospect at which many public-college, as well as many private-college, educators shudder, but which appears justified and fair if the increases can be tied to a system of loans, scholarships, and tuition rebates based on a student's or his family's ability to pay.

Second, massive aid must come from the public, both in the form of taxes for increased salaries in state and municipal institutions and in the form of direct gifts to both public and private institutions. Anyone who gives money to a college or university for unrestricted use or earmarked for faculty salaries can be sure that he is making one of the best possible investments in the free world's future. If he is himself a college alumnus, he may consider it a repayment of a debt he incurred when his college or university subsidized a large part of his own education (virtually nowhere does, or did, a student's tuition cover costs). If he is a corporation executive or director, he may consider it a legitimate cost of doing business; the supply of well-educated men and women (the alternative to which is half-educated men and women) is dependent upon it. If he is a parent, he may consider it a premium on a policy to insure high-quality education for his children—quality which, without such aid, he can be certain will deteriorate.

Plain talk between educators and the public is a third necessity. The president of Barnard College, Millicent C. McIntosh, says: "The 'plight' is not of the faculty, but of the public. The faculty will take care of themselves in the future either by leaving the teaching profession or by never entering it. Those who care for education, those who run institutions of learning, and those who have children—all these will be left holding the bag." It is hard to believe that if Americans—and particularly college alumni and alumnae—had been aware of the problem, they would have let faculty salaries fall into a sad state. Americans know the value of excellence in higher education too well to have blithely let its basic element—excellent teaching—slip into its present peril. First we must rescue it; then we must make certain that it does not fall into disrepair again.

Some Questions for Alumni and Alumnae

- ▶ Is your Alma Mater having difficulty finding qualified new teachers to fill vacancies and expand its faculty to meet climbing enrollments?
- ▶ Has the economic status of faculty members of your college kept up with inflationary trends?
- ▶ Are the physical facilities of your college, including laboratories and libraries, good enough to attract and hold qualified teachers?
- ▶ Is your community one which respects the college teacher? Is the social and educational environment of your college's "home town" one in which a teacher would like to raise his family?
- ▶ Are the restrictions on time and freedom of teachers at your college such as to discourage adventurous research, careful preparation of instruction, and the expression of honest conviction?
- ▶ To meet the teacher shortage, is your college forced to resort to hiring practices that are unfair to segments of the faculty it already has?
- ▶ Are courses of proved merit being curtailed? Are classes becoming larger than subject matter or safeguards of teacher-student relationships would warrant?
- ▶ Are you, as an alumnus, and your college as an institution, doing everything possible to encourage talented young people to pursue careers in college teaching?

If you are dissatisfied with the answers to these questions, your college may need help. Contact alumni officials at your college to learn if your concern is justified. If it is, register your interest in helping the college authorities find solutions through appropriate programs of organized alumni cooperation.

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From the Classes ♦ ♦ ♦

MR. AND MRS. TOMMY PRICE (Adelyn Grant '53) have a new little boy, Tommy, Jr. They also have two little girls. Adelyn is getting a degree in music at CC this year.

MR. AND MRS. EDWIN SMITH (Sylvia Felder '55) have a little boy.

JOAN WELLS ('56) spent another summer touring Europe and is now working in California.

BUTTON PEEPLES WILBURN ('56) welcomed husband, Luke, home from a tour of the Mediterranean on August 28.

ANN RIGBY ALTMAN ('56) and Luke have bought a lovely home in Columbia.

GERRY RAY HIERS (Ex '56) and Pedie have a new little boy born this summer.

MARIAN TERRY VERNON ('56) has moved to Darlington, where Jimmy is a pharmacist.

MRS. HERMAN LIGHTSEY (Addie Tuten '13) has just returned from a tour of Europe this summer. Her daughter ADELAIDE ('50) accompanied her.

ANNE SOLOMONS ('56) enjoyed her visit to Canada this summer. She'll return to Atlantic Christian College this year.

RUTHIE HILLS MALLARD ('57) has moved to Columbia, where husband Bobby is a student in Law School at USC. Ruthie and Bobby have a little boy, Robin.

MR. AND MRS. LEON HALL (Mary Ida Chaplain '57) are happily settled in Florida.

ANNE TURNER ('57) is teaching school in Columbia this year.

NANCY CHASTAIN ('57) is in Brevard, N. C., where she'll be teaching this year.

REBECCA KEEL SWINDELL ('57) writes that she and her husband will return to the States from England this December. Says that while it has

been very pleasant living in England, there is just no place like home and the joy of familiar surroundings. Her address is: 11th A.D.S., A.P.O. 194, New York, N. Y.

MARTHA JO BARNES WILSON ('58) writes that she and Bill couldn't be happier if they tried. She says that Bill has about a year in school at Vanderbilt and meantime she is working as one of Middle Tennessee's four speech and hearing consultants. Her address is: Mrs. W. M. Wilson, 1627 Observatory Drive, Nashville, Tenn.

MR. AND MRS. J. A. HENRY, JR. (Varena Fulmer '58) have a little girl, Carrie, born in August.

ANN GASQUE DEPTA ('58) is living at 132 Cecil Street, Minneapolis, Minn. Ann writes that while Dick is in school she'll be teaching seventh and eighth grade English, geography and music. (What variety.) Ann loves the Midwest—especially the concerts in Minneapolis.

MR. AND MRS. HARRIS PARKER (Susan Culclasure '58) have left for New York, where Mr. Parker will work on his doctorate at Columbia University. Susan is going to be doing graduate work, too, but we don't know where yet. Their address is: Mr. and Mrs. Harris H. Parker, Jr., Apt. 404 Bancroft Hall, Teachers College, Columbia University, 509 West 121st Street, New York 27, N. Y.

MR. AND MRS. HEYWARD KING (Susie Floyd '59) are living in Columbia. Heyward is coach at A. C. Flora High School, and Susie is in graduate school at USC.

LLEWELLY HIOTT ('59) is doing work on her master's degree at George Peabody College for Teachers. She says Peabody has a lovely campus and she knows she is going to like it there, but it is very different from C². Her address is: Box 589, George Peabody College for Teachers, Nashville 5, Tenn.

Placement Bureau Facts

1959 graduates have begun to assume their places in the business and education worlds. Education and South Carolina have, of course, claimed the great majority of graduates. Approximately 48 '59 CC girls will be teaching or working in the school libraries of the Palmetto State. To other states have gone over 20 teachers. Georgia has lured a dozen teachers away, and North Carolina, Virginia, Florida, Indiana, New York, California, Ohio and Massachusetts also have been blessed with CC trained teachers. Directors of Christian education and business secretaries are positions that are filled by 5 and 18 girls respectively. Others are serving as home demonstration agents and IBM technicians, and CC is very fortunate to have two alumnae of the class of '59 working for her. Duke, UNC and George Peabody College for

Teachers are among the schools where CC girls from the class of '59 are doing graduate study.

Several '59 alumnae are not accounted for. The Placement Bureau would like to hear from those who have accepted positions late in the summer or early fall.

In Memoriam

Mrs. Arthur H. Cottingham (Louise Marchant '05) passed away in Greenville, September 26.

CC takes pleasure in announcing that Miss Nancy Williams ('55) will assume the duties of Alumnae Secretary on November 1, 1959.

PERSONALITIES



THIS ISSUE OF THE ALUMNAE BULLETIN TAKES PLEASURE IN PRINTING AN ACCOUNT BY MISS MARGARETTE RICHARDS OF HER TOUR OF EUROPE MADE THIS SUMMER. MISS RICHARDS IS PROFESSOR OF PIANO AT THE COLLEGE.—THE EDITOR

We left Hoboken, N. J., June 5 on the *Nieuw Amsterdam*. While on board ship a concert was given by the ship's orchestra in the First Class auditorium. Advance notices advertised an English soprano named Annabel Barnard as soloist. She turned out to be a Negro girl from Louisiana who had won a scholarship to the New England Conservatory and from there was being sent to study opera at Salzburg. She made a tremendous impression and from then on was a sensation on the ship. We landed in Southampton June 12.

In London, the Handel-Purcell Festival was being celebrated during June, Purcell's dates being 1658-1695, and Handel's 1685-1759. Both were organists in Westminster Abbey, so the music of both was being used in all churches. We went to Westminster Abbey and heard the wonderful boys choir with that great organ. The original manuscripts of Handel and Purcell were on display in the British Museum and it was a thrill to see all of Handel's oratorios—especially the "Messiah," the "Royal Fire Works" music, and the "Water Music" in his own handwriting just as the copyists had received it. We went to Covent Garden to hear Handel's "Samson" given as an opera. It is more difficult music than the "Messiah" and of course the colorful drama made it more interesting. The chorus sat forward on either side of the stage dressed in pale, ice blue robes and headgear. They were entirely outside the action on the stage, but carried the dramatic chorus scenes throughout.

We also went to the New Royal Festival Hall and heard the London Philharmonic orchestra with a piano soloist from Holland. The hall is modernistic and huge with perfect acoustics. Here we sat next to a piano teacher from Cape Town, Africa.

In Paris we went to that elaborately gorgeous opera house where I heard "Die Walkyrie" in 1936. This time we heard Rameau's "Les Indes Gallantes" (The Gallant Indians). This was one of the most spectacular performances I have ever seen. Rameau, one of the earliest opera composers, used ballet to highlight his drama. In one scene there was a dancing group of 30 children dressed as Cupids. Later in the background they were seen scaling a beautiful rainbow and for this had to be suspended high above the stage. The opera house itself is worth a trip to Paris to see. Its famous marble stairway is only a small part of its

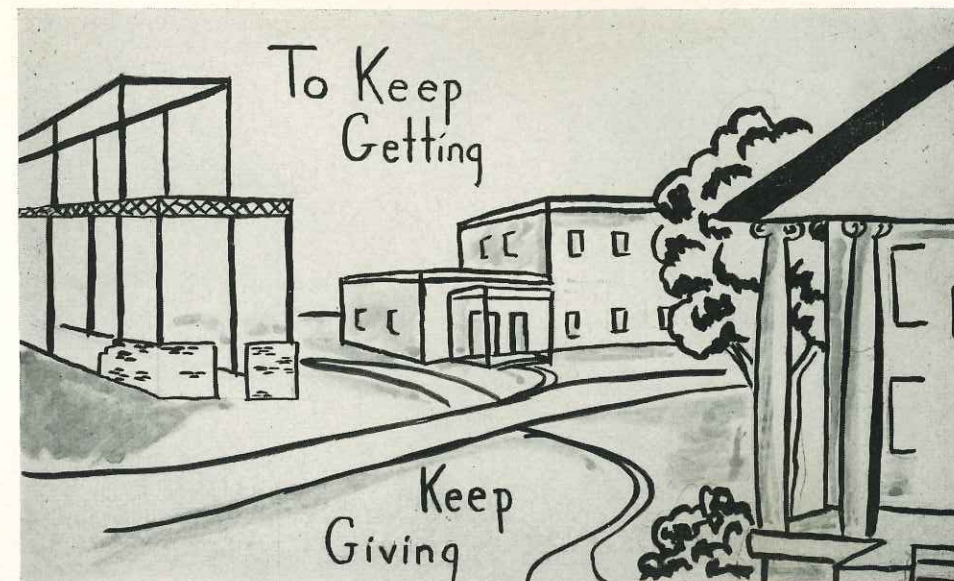
grandeur. The composition of the chandeliers, wall and ceiling decorations, sculpture, paintings and tapestry is overwhelming. But be careful when buying seats lest they put you in the back box seats where the stage cannot be seen. We were fortunate in having first row box seats.

We had two unexpected pleasures driving from Paris to Rome. In the chateau country we came on Nohant, the home of George Sand where Chopin spent six years. It is occupied now by the 93-year-old granddaughter of Mme. Sand. Also living there is Maurice Dudevant, her great-grandson. He has been smart enough to keep it exactly as it was and it is even musty with atmosphere! The dining room table was set with place cards for Liszt, Chopin, Dumas, Delacroix, Flaubert and others of that era. Mme. Sand's library and study and bedroom are exactly as she left them. Even the 93-year-old granddaughter was dressed in brown trousers, shirt, and scarf in the style of Mme. Sand. (I wondered why she was not also smoking a cigar!) All original manuscripts and books of Mme. Sand, her drawings, her puppets, portraits, busts, and collections of art fill the first, second and third floors and corridors. To have come suddenly and unexpectedly on this place was a tremendous thrill.

The second surprise was Puccini's beautiful house outside of Pisa. We were not so fortunate as to get inside of this, but had to be content with taking pictures of the house and gardens and buying colored cards of the interior.

In Rome we saw where the scene of "Tosca" was laid. We went to the Palatino Hill for a symphony concert, and to the baths of Caracalla for a performance of "Aida." In both of these settings one is caught up in the wonder of the vast enormity of those ancient ruins. The seating capacity of Caracalla is 10,000. Great towering brick pillars and arches at one time covered with elaborate marble surround or make the setting. What could it have been like in the time of Nero, Caesar, and Titus? In the Baths of Caracalla 1,600 Romans could take hot baths at one time! One wonders if at night they heard music from a cast of 600 or more musicians as we listen to now. Rhadames leading the triumphal march in his chariot drawn by four prancing horses while trumpeters played from high turrets or ramparts high above the king's court, soldiers, ballet, chorus and Egyptian prisoners of war. It was a pageant the like of

As you drive up the entrance to CC now you would get a view very similar to the picture shown at right. It shows a corner of West Dorm, the Ariail-Peele Academic Building, and the Speech-Drama unit of the Fine Arts Center. The past, the present, and the future. Through the various funds, the College has been able to maintain the old and build the new. Through continued contributions to these funds CC will continue to build the new and improve the old.



PERSONALITIES -- CONTINUED

which could not be matched anywhere else.

In Salzburg, I went early to enroll at the Mozarteum. I was third in line and who should be first but Annabel Barnard, the singer we heard on the *Nieuw Amsterdam*. The next day John McCrae arrived and when he joined me at lunch he said he had heard a terrific talent in a voice class that day. It was Annabel Barnard.

I had private lessons with Professor Neumann of Salzburg and a daily four-hour class under Professor Zecchi, conductor and pianist from Rome. Also, class lessons under Bruno Seidlhofer.

On Sundays we heard Mozart and Haydn masses in the cathedrals. Each night there was some musical event from which to choose—either at the Residenz Palace, the Mirabel Castle, the Landes Theatre, the Mozarteum, the Marionette Theatre in the Festspielhaus. The Marionettes are fascinatingly beautiful. They are half life size and are exact replicas of operatic characters in exquisite costume. They are manipulated to act the parts on a proportionate stage which has beautiful sets, perspective and lighting. The music is by the best orchestras and singers in Europe. I saw and heard the "Magic Flute" here and then again in the live performance at the Festspielhaus and was amazed at what the Marionette company does. For more than a hundred years the same family has been carrying on the true Mozart tradition.

Opera in Europe, by the way, is in every way perfect. One wonders how many long hours of tireless rehearsing is put into them and by what kind of hard, exacting directors. Everything moves into the next and there is no pause for change of scenery. It is done before one realizes it.

We visited Mozart's birthplace and heard the clavier he played as a child and his favorite piano.

In one of the rooms there are exquisite miniature sets of all his operas. In the home he lived in after his marriage we heard a concert given on instruments used in his day in Salzburg and Vienna.

No wonder the charm of Salzburg lingers long after one has left this city whose streets and bridges, squares, castles and cathedrals still are proclaiming the glory of her son, the world's most gifted musician.

★ ★ ★

LOYALTY FUND - - 1959-60

by Robert T. Barham, Director of Public Relations

As schools across the nation opened this year, we all thought back to our "school days," remembering the good times, the struggling through classes, the thrill of graduation. But most of all we cherish those happy associations with our friends. No doubt some of our truest, kindest friends were the faculty members who labored long and diligently to give us the benefits of their training and experience so that we might learn to live better lives. Don't we owe them so very much! Wouldn't we be in a "mess" if there were no teachers!

This year the Loyalty Fund is earmarked to boost faculty salaries. Columbia College is really only as strong as its faculty. Shouldn't we help keep these fine teachers so that CC can continue her splendid service to us?

Last year 544 alumnae gave approximately \$5,400. This is a percentage of 16 per cent contributing. 2,900 of our alumnae did not respond! Think what our total would have been if the 2,900 had given in the same proportion.

The amount you contribute is not the important thing—that you give something is very important. Our best bid to obtain support from industry is a high percentage of our alumnae supporting the College. Business leaders invariably ask this question: "How much support do you get from your alumnae?"

Won't you help this year? Let's raise our percentage to at least 50 per cent!

HOMECOMING, NOV. 7, 1959

Tentative Schedule—Alumnae Activities

- 9:00 Registration
Colleton County Club, Mrs. James Rainey, President, in charge
- 9:30-11:00 Coffee—President's House
Charleston Club, Mrs. George Johnson, Jr., President
Lexington Club, Mrs. Joe Bedenbaugh, President, in charge
- 10:00-11:45 Class Reunions
1908-'09-'10-'11
1928-'29-'30-'31
1935—25th Reunion
1948-'49-'50-'51
1959—First Reunion
- 12:00 noon Convocation—Auditorium
- 1:15- 2:30 Lunch—College Dining Room
- 2:30- 5:00 Activities

All during the day the Loyalty Fund Booth will be located in the lobby of the Main Building. Mrs. Arlen Cotter will be in charge.

CLASS REUNIONS to Be Held in Fall

• by Ruth Henry Lightsey

Columbia College will hold its 1959 Homecoming Day on Saturday, November 7. The annual occasion will include an alumnae meeting, a luncheon, a production by the Columbia College Players, coffee at the President's home, class reunions, various exhibits, and movies for the children.

Class reunions to be held include 1908-'09-'10-'11, 1928-'29-'30-'31 and 1948-'49-'50-'51. The class of 1959 will hold its first reunion and the class of 1935 its 25th reunion.

This schedule of reunions is in line with Alumnae Association action of 1954 when it was decided that blocks of four consecutive classes would hold reunions in the same year. It enables those attending to see more familiar faces.

This year a plan of reunions in the fall is being inaugurated. In past years, many alumnae have been unable to attend reunions the last of May because they were involved in local school closings. It is hoped that a fall schedule will help to increase attendance.

Saturday, November 7, will soon be here and we hope all of you who have reunions scheduled will plan to be present. Get in touch with your classmates and let's have a big crowd. The more, the merrier.

Come whether or not you have a reunion of your class. You will be sure to see people you know—and the college faculty and administration will be very pleased to see you on the campus again.



Mrs. Eva C. Covington (right) awards the silver bowl for the club with the best attendance to Mrs. Elizabeth Witherspoon Felder of the Orangeburg Club.

Members of the class of 1909 received special certificates recognizing 50 years of loyalty and service to their college. Shown at luncheon after receiving the certificates are (l. to r.) Mrs. Floriede Dukes Smith of Rowesville; Mrs. Imogene Cope Dougherty of North; Mrs. Sue Walker Rodwell of Charlotte, N. C.; Lily Hodges of Columbia; Mrs. Annie Belle Weatherford of Norfolk, Va.; Mrs. Catherine McNab Whittaker of Williston; Mrs. Nan Walker Wilson of Ocala, Fla.; Mrs. Rosabelle Wessinger Trotti of West Columbia; Lila L. Grier of Columbia; Mrs. Eula Mathias O'Sheal of Irmo; and Mrs. Wilma Ramey Miller of Whitmire.



To Club Presidents . . .

A committee was appointed at September 19 Council meeting held at the College to work out details for the presentation of the Attendance Bowl. In the future the winners will be determined on a percentage basis.

Each club president is asked to send the number of members on the roll no later than November 5. These reports should be sent to Alumnae Office, Attendance Award, Columbia College, Columbia, S. C. On Homecoming Day, each person must register and list the name of her club in the lobby in order to get credit for her club.